**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** January 13th, 2011

**Objective:** HWBAT evaluate the extent to which Dr. Martin Luther King, Jr. has been effectively memorialized in our country and create their own memorials for Dr. Martin Luther King, Jr. in the style of the Harlem Renaissance.

**Learning Goal:**

5.2.4.g Analyze the shift of African-American demographics from the rural South to the urban/industrial north and west during the Great Migration and the consequences of the migration on regions. (Great Migration, racial tension)

5.2.4.h Analyze the relationship between the arts and social and political changes, such as the Harlem Renaissance, the rise of youth culture, the leisure culture, radio and motion pictures, the Jazz Age, and the “lost” generation. (Harlem Renaissance, effects of leisure culture, homogenization of culture through radio and movies, Jazz, Charles Lindbergh, “lost” generation)

**Essential Question:**

*What themes does the art and poetry of the Harlem Renaissance convey?*

*How effectively does it convey them?*

*To what extent has Dr. King been memorialized effectively?*

*How can we more effectively memorialize Dr. Martin Luther King, Jr.?*

|  |  |
| --- | --- |
| **Type of Lesson:** | **Agenda:** |
| Developing/Maintaining/Enrichment | 1. Call to Order 2. Gallery Walk 3. Notes 4. Article Jigsaw 5. Article Reflection 6. Independent Assignment |
| **Call to Order: (5-8 minutes)** | |
| *Students will enter the room and complete the call to order which is both on their worksheet for the day and on the front board.*  ***List at least three details from the picture.***  ***What elements do you see in this painting of the “Roaring Twenties”?***  ***What do you “hear” when you see this painting?***  ***What emotions and feelings do you think the artist was trying to convey when he or she painted this picture?*** | |
| **Introduction of New Material: (8 minutes)** | |
| Students will be introduced to the Harlem Renaissance by way of a Gallery Walk. Students will see various paintings, poems, and other works of the Harlem Renaissance. Music by Billie Holiday and Louis Armstrong will be playing. Students will jot down on post it’s the feelings that are conveyed by the art that they see and attach the post-its to the work.  When students sit down, teacher will ask the following questions:   1. What feelings, all in all, did you feel were conveyed by a majority of the work? 2. What themes did you see connecting all of the pieces of art? 3. Based on what you’ve seen, what do you think the Harlem Renaissance was? 4. What does “renaissance” mean?   The teacher will lecture from a power point about the Great Migration, race riots in the 1920s and the Harlem Renaissance. Students will copy down notes in their notebooks. | |
| **Guided Practice: (31 minutes)** | |
| The teacher will then tell students that there is an important holiday coming up, which is Martin Luther King day. We have just passed a major milestone in recognizing Dr. King, by constructing a monument in Washington, D.C. in his honor. Teacher will ask students what other ways we have memorialized Dr. King. (2 minutes)  Teacher will say that now we are going to split into groups to read a few different articles about how we might not be doing enough to memorialize Dr. King. Students will be split into six different groups, each with a different article to read (there will be 3 different articles, each with two groups reading them). Students in the groups will come up with the main idea from the article, as well as whether or not they agree or disagree with the opinion of the author. (2 minutes prepare, 12 minutes reading)  [http://www.sptimes.com/2004/01/19/Tampabay/Are\_the\_streets\_fit\_f.shtml](https://mail.bcps.k12.md.us/owa/redir.aspx?C=8c128b0f256a47b2ae53a04e48277fcd&URL=http%3a%2f%2fwww.sptimes.com%2f2004%2f01%2f19%2fTampabay%2fAre_the_streets_fit_f.shtml)    [http://abcnews.go.com/blogs/headlines/2011/08/maya-angelou-upset-over-mlk-memorial-inscription/](https://mail.bcps.k12.md.us/owa/redir.aspx?C=8c128b0f256a47b2ae53a04e48277fcd&URL=http%3a%2f%2fabcnews.go.com%2fblogs%2fheadlines%2f2011%2f08%2fmaya-angelou-upset-over-mlk-memorial-inscription%2f)  [http://www.nytimes.com/2008/05/18/weekinreview/18dewan.html](https://mail.bcps.k12.md.us/owa/redir.aspx?C=8c128b0f256a47b2ae53a04e48277fcd&URL=http%3a%2f%2fwww.nytimes.com%2f2008%2f05%2f18%2fweekinreview%2f18dewan.html)  Students will then be sorted so that one person from each article is in a group. Students will go around to five different chart papers in the room, each of which has a different discussion question based on the readings. Students can offer their different opinions of the articles that they read in their group discussions. This will be a means for students to share what they have read with others who did not read the same article. Students will jot down their responses on the chart papers.  (15 minutes)  Questions:   1. What has previously been done to memorialize Dr. King? 2. In what ways has Dr. King been effectively (appropriately, successfully) memorialized? 3. In your opinion, what should go into a monument or memorial dedicated to Dr. King’s honor? What should it look like? What should it say? 4. In what ways has Dr. King been ineffectively (unsuccessfully) memorialized? Consider arguments that people have against the way in which he has been memorialized. 5. Which art form from the Harlem Renaissance do you believe could be effectively used to memorialize Dr. King? Why? What thoughts and feelings should it convey? | |
| **Independent Practice: (10 minutes)** | |
| Students will receive a worksheet that includes their assignment for the weekend as well as their exit assessment. Due to the amount of moving time in the class, students will likely not have enough time to complete it. Students will be asked to create their own memorial to Dr. King in the style of a Harlem Renaissance Artist – through poetry, painting, sculpture, or song. Students will need to meet the expectations of a rubric, which is included. | |
| **Closing:** | |
| Teacher will explain the homework. | |
| **Homework:** | |
| Study for Midterm Assessment (use review guide).  Complete MLK memorial project. | |
| **Accommodations:** | |
| See lesson accommodations sheet in lesson planning binder. | |

**Assessment Items:**

The Harlem Renaissance refers to:

1. **the movement of African-American artists, poets, and writers who expressed their pride in being black**
2. the “Lost Generation” of writers who moved to Europe during the 1920s
3. the most famous jazz ensemble during the 1920s
4. the name of the shipping company owned by the United Negro Improvement Association, promoting a “Back-To-Africa movement.